

Texas Education Agency Standard Application System (SAS)

2017–2019 Expanding Access to Advanced Academics			
Program authority:	General Appropriations Act, Article III, Rider 8, 84 th Texas Legislature	FOR TEA USE ONLY Write NOGA ID here.	
Grant Period:	August 15, 2017, to May 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 JUN 27 PM 12:51 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
Application deadline:	5:00 p.m. Central Time, June 27, 2017		
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494		
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-8864		
Schedule #1—General Information			

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
ESC Region 15	226950			
Vendor ID #	ESC Region #			
1751254237	15			
Mailing address		City	State	ZIP Code
PO Box 5199		San Angelo	TX	76903
Primary Contact				
First name	M.I.	Last name	Title	
Karan		Duwe	Director, Curriculum and Instruction	
Telephone #	Email address		FAX #	
325-481-4035	Karan.duwe@esc15.net		325-655-4823	
Secondary Contact				
First name	M.I.	Last name	Title	
Torrey		Clay	Consultant	
Telephone #	Email address		FAX #	
325-658-6471	Torrey.clay@esc15.net		325-655-4823	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Caey		Callahan	Executive Director
Telephone #	Email address		FAX #
325-658-6571	Casey.callahan@esc15.net		325-655-4823

Signature (blue ink preferred) _____ Date signed _____


Only the legally responsible party may sign this application.

701-17-102-008

2017-016529

Schedule #1—General Information

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	X	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Memorandum of Understanding	For applicants within Focus Area 2, a signed or draft Memorandum of Understanding (MOU) between participating entities, including program responsibilities and assurances must be attached. See Written Agreement Template for instructions.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the students will not be required to pay for Advanced Placement (AP) courses, with the exception of AP exams (funding may be used to assist students in paying for AP exam fees).
4.	The applicant provides assurance that the students will be provided the opportunity to take AP exam(s) for the courses taken.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 226950

Amendment # (for amendments only):

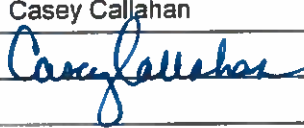

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	226950 ESC Region 15	Casey Callahan 	325-658-6571 Casey.callahan@esc15.net	\$100,000
Member Districts				
2.	048901 Eden ISD	Kent Coker	325-369-4121 Kent.coker@edencisd.net	
3.	041902 Robert Lee ISD	Dr. Aaron Hood 	325-453-4555 Aaron.hood@rlisd.net	
4.	207901 Schleicher Co ISD	Robert Gibson	325-853-2514 Robert.gibson@scisd.net	
5.	226908 Veribest ISD	Bobby Fryar	325-655-4912 Bobby.fryar@veribestisd.net	
6.	200904 Winters ISD	Bruce Davis	325-754-5574 Bruce.davis@wintersisd.org	

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Schedule #3—Certification of Shared Services

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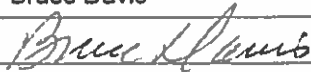
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Fiscal Agent				
1.	226950	Casey Callahan	325-658-6571	\$100,000
	ESC Region 15		Casey.callahan@esc15.net	
Member Districts				
2.	048901	Kent Coker	325-369-4121	
	Eden ISD		Kent.coker@edencisd.net	
3.	041902	Dr. Aaron Hood	325-453-4555	
	Robert Lee ISD		Aaron.hood@rlisd.net	
4.	207901	Robert Gibson	325-853-2514	
	Schleicher Co ISD		Robert.gibson@scisd.net	
5.	226908	Bobby Fryar	325-655-4912	
	Veribest ISD		Bobby.fryar@veribestisd.net	
6.	200904	Bruce Davis	325-754-5574	
	Winters ISD		Bruce.davis@wintersisd.org	

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 226950

Amendment # (for amendments only):


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	ESC Region 15		Casey.callahan@esc15.net	
Member Districts				
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	Eden ISD		Kent.coker@edencisd.net	
3.	041902	Dr. Aaron Hood	325-453-4555	
	Robert Lee ISD		Aaron.hood@rlisd.net	
4.	207901	Robert Gibson	325-853-2514	
	Schleicher Co ISD		Robert.gibson@scisd.net	
5.	226908	Bobby Fryar	325-655-4912	
	Veribest ISD		Bobby.fryar@veribestisd.net	
6.	200904	Bruce Davis	325-754-5574	
	Winters ISD		Bruce.davis@wintersisd.org	

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Focus area 2

The purpose of this grant is to launch new AP program/course in five rural districts within Education Service Center Region 15.

This launch will take place in two phases. Phase one will occur during the 2017-18 school year. During this phase, teachers will be identified and recruited and then trained during the summer of 2018. Some schools do not have teachers for all the subjects to be offered, so a shared service arrangement will enable teachers to visit other campuses and deliver classroom instruction via distance learning technology. All of the five applicant districts currently have access to the distance learning technology. It is used primarily for dual credit courses.

Dual credit courses are offered for English, Math and U.S. History. AP course will be offered in Computer Science, English Language and Composition, Spanish Language and Culture, and U.S. Government and Politics. Training for qualified teachers will include one day Public Workshops specific to the course they are auditing and one week AP Summer Institute during the summer of 2018.

Information will be shared with students beginning in 8th grade career studies classes, parent meetings, during academic advising and through promotional materials readily available in public areas around the school. Students will participate in PSAT and AP potential assessment to determine which students will be most likely to succeed in the AP courses.

Phase 2 2018-19 school year

Textbooks and materials will be purchased by the ESC with grant funds for the four initial courses. The five school districts will share teachers as needed. Some of the districts are very small and do not have the resources available to provide the courses. A shared service arrangement will be in place for example; a teacher in Schleicher County ISD to provide course for a student(s) in Robert Lee. Eden was recipient of the TxVSN grant and will utilize those funds to provide some courses, but will share a trained teacher to help facilitate the AP courses if needed.

Other teachers will provide instruction through the Distance Learning technology to schools that lack trained AP teachers. Each school will have a trained administrator and/or coordinator to communicate with the ESC coordinator about needs, number of students, testing materials required, etc.

Teachers who successfully complete the course audit and AP Summer Institute will be given stipends. Incentives will be offered teachers for teaching Distance Learning courses, number of students in their classes, and the number that pass the AP exam with 3 or above. Teachers will be encouraged to assist with recruiting of potential students.

Small, rural school districts often have one secondary Mathematics or Social Studies teacher. Training these teachers will serve a dual purpose of providing not only AP courses, but PreAP courses as well. This will help ensure the students are well prepared for the AP courses.

Continuation after the grant

ESC Region 15 will expand the cooperative to other districts interested in initiating AP courses during the 2019-2020 school year with grant years serving as a pilot. Opportunities will be provided for training at the ESC and in conjunction with Angelo State University. Districts will be required to send one person to coordinator training. Each campus will have a coordinator that will communicate with ESC consultant about needs, number of students, number of tests needed and implementation guidelines.

Providing AP courses is a new adventure for rural schools in Region 15 and the Service Center is committed to assisting them by providing information, sharing resources and providing a shared service cooperative to sustain the growth in AP courses.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 226950			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 84th Texas Legislature					
Grant period: August 15, 2017, to May 31, 2019			Fund code/shared services arrangement code: 429/5842		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$67000	\$	\$67000
Schedule #9	Supplies and Materials (6300)	6300	\$19092	\$	\$19092
Schedule #10	Other Operating Costs (6400)	6400	\$8000	\$	\$8000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$94092	\$	\$94092
.06279% indirect costs (see note):			N/A	\$	\$5908
Grand total of budgeted costs (add all entries in each column):			\$94092	\$	\$100000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$15000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 226950		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 226950

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	AP Summer Institute training and public workshops	\$25,000
2	Stipends to AP teachers, coordinators	\$13,000
3	Virtual AP courses	\$4000
4	ESC consulting	\$25000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$67000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 226950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$19092
Grand total:		\$19092

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 226950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$8000
Grand total:		\$8000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 226950			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1370	62%	
Limited English proficient (LEP)	90	5.9%	
Disciplinary placements	27	1	
Attendance rate	NA	95.98%	
Annual dropout rate (Gr 9-12)	NA	1.06%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	41	22%	
6-10 Years Exp.	32	17%	
11-20 Years Exp.	54	30%	
20+ Years Exp.	46	28%	
No degree	0	0	
Bachelor's Degree	158	82.2%	
Master's Degree	27.5	82.3%	
Doctorate	1	.3%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
108	117	128	178	127	148	110	157	142	147	138	143	124	118	670 secondary students

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									6	4	4	15	15	44

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District	2/more	Reading	Math	Writing	Science	Social Studies
Eden	37	40	36	36	32	54
Robert Lee	48	45	49	45	56	55
Schleicher ISD	43	45	48	29	36	34
Veribest	38	48	34	44	46	44
Winters	25	30	21	26	31	32

Postsecondary Readiness scores of Participating Districts

The five districts this grant application represents currently do not offer AP courses. Participation in Mathematics and/or English dual credit courses is an average of 35%. However, postsecondary readiness scores for students in the participating districts ranges from a low of 21% to a high of 55% .

This data demonstrates the need for Advanced Placement courses. Results from PSAT and AP potential in the fall of 2017 will give us information about which students will be successful. A variety of courses in at least 4 domains will be offered during the first implementation year.

Needs assessment will be conducted with 5th-8th grade students to determine PreAP courses to offer. PreAP courses will be offered (beyond this grant) to prepare students for the rigor and academic skills to be successful in AP courses.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Currently the districts provide 0 AP courses.	Districts would have opportunity and training to offer at least one course beginning in the 2018-19 school year. Grant will provide funds for teacher preparation and identification of students to get the program started.
2.	Improve Postsecondary Readiness	Participation in AP courses will increase the number of students that exhibit postsecondary readiness.
3.	Increase identification of students demonstrating potential to be successful in AP courses	Use of AP Potential and offering PSAT to help target and counsel students with potential for success in AP courses
4.		
5.		

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By TEA staff person:

Schedule #14—Management Plan					
County-district number or vendor ID: 226950			Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Campus AP coordinator	Successful experience teaching AP courses, 5 years or more teaching experience, Certified in secondary education, possibly counselor			
2.	AP instructor	Successful teaching experience in the subject area, desire to improve rigorous instruction, demonstrated knowledge of content in certified area, successful completion of AP training, Texas Teaching certificate in subject area taught.			
3.	ESC AP coordinator	Trained in course administration, successful experience teaching AP courses within the last 5 years.			
4.					
5.					
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Use AP potential to identify and strategically recruit students for AP courses	1.	Administer PSAT/NMSQT and PSAT 8/9	October 2017	October 2017
		2.	Run AP Potential rosters	December, 2017	January-2017
		3.	Send AP Potential Letters to parents	Spring 2018	Spring 2018
		4.	Use AP potential for academic advising for 2018-19	Spring 2018	Spring 2018
		5.	Compare AP enrollment to Potential roster to ensure no students are overlooked	Summer 2018	Summer 2018
2.	Prepare and support AP teachers	1.	Teachers attend public AP Workshops as a preview of the course they will teach in the coming year	Fall 2017	Fall 2017
		2.	Teachers attend 30 hour AP summer institute (or approved provider training for AP Computer Science Principles)	Summer 2018	Summer 2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Launch AP courses	1.	Courses approved by TEA and AP	Spring 2018	Summer 2018
		2.	Scheduling to allow for Distance Learning	Summer 2018	Fall 2018
		3.	Access to either Face to Face or virtual classes	Fall 2018	Spring 2018
		4.	Students enrolled in AP courses	Fall 2018	ongoing
		5.		XX/XX/XXXX	XX/XX/XXXX
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX

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	3.		XX/XX/XXXX	XX/XX/XXXX
	4.		XX/XX/XXXX	XX/XX/XXXX
	5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC Region 15 has an online system for tracking time and effort. Districts will report to ESC Advanced Academics Consultant data related to goals and objectives. Changes are communicated to administrative staff and teachers by ESC Consultant. Teachers and administrators in individual districts report to parents and community through parent meetings, social media and website announcements.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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ESC Region 15 currently provides a limited Advanced Academics cooperative. This cooperative will be expanded to include Advanced Placement courses, hosting AP Summer Institutes and shared materials and teachers. This cooperative will also provide information about the availability of Virtual AP classes. During the grant funding years, the five districts in the shared service arrangement will meet quarterly to discuss implementation and course launching and successes of recruitment. ESC Region 15 will continue to provide a point of contact for all districts that join the cooperative after grant funding ceases.

Schedule #15—Project Evaluation

County-district number or vendor ID: 226950

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of students enrolled in AP courses	1.	90% of qualified students as indicated on AP Potential enrolled in AP courses during the 2018-19 school year
		2.	
		3.	
2.	Attendance numbers at AP awareness community meetings	1.	75% of invited guests, parents, community members attend meeting
		2.	
		3.	
3.	# Teachers successful completion of AP Summer Institute	1.	Teachers for all courses needed by students attend summer institute
		2.	
		3.	
4.	Teachers participation in Mentoring	1.	100% of teachers participating in mentoring
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Data will be collected through attendance rosters at parent/community meetings and feedback from those meetings provided by attendees. Rosters generated by AP Potential will be used help determine course offerings and need for PreAP instruction. Student course grades, attendance and exam scores will be used to evaluate course instruction and determine success of course delivery. Coordinators from each district, facilitated by ESC consultant, will meet quarterly to discuss project implementation and plans for improvement.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 1: Clearly describe the applicant's vision for improving college and career readiness, through expanding advanced academics. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

College and career readiness for rural students often lacks the inclusion of advanced curriculum, the development of academic skills, and the advanced level of instruction available in larger schools. Additionally, rural schools frequently lack a community, campus, and familial culture of advanced expectations so necessary to student success. A complete district vision for improving the level of college preparedness for our rural students includes the addition of an effective, comprehensive program of advanced course options as well as community and family engagement, all wrapped in a campus and district culture that is dedicated to academic excellence.

Expanding advanced academic options is the central focus of a district vision of improving post-secondary readiness, but this provides unique challenges. Small schools often have difficulty recruiting and retaining high quality faculty, or the existing faculty lack the training or experience in advanced academic instruction. Additionally, students must start developing the advanced skills needed for successful performance in AP level courses well before high school. A broad plan for student post-secondary readiness includes not only AP course options but also developing a Pre-AP program that reaches to middle school. This requires the training of personnel at the high school and middle school level to raise the rigor of advanced classes and to embed academic expectations, skills, and thinking/questioning processes into all advanced curriculum. When a sequenced, comprehensive advanced academics plan is in place with trained teachers and supportive administration the campus and district culture shifts to a higher expectation and purpose. It is not enough for our small schools to meet minimum standards. A powerful vision for small schools includes using the fact that we are small as an advantage to meet needs for individual students, including our most academically capable, in helping them prepare for the rigors of college and beyond.

The expansion of advanced academic options also needs to include the recruiting of students, especially non-traditional students, to take these courses. A successful AP program in rural communities includes communication, information, and promotion of the advantages of advanced courses to students, their families, and the community. In rural communities, especially for those that are Title I, our students have limited exposure to college campuses and do not see a variety of professional careers as examples. Building post-secondary readiness must also include building a sense of purpose for seeking education beyond high school. Without seeing a reason and a future that is improved by education, and understanding the work it requires, non-traditional (first generation college) students will stick to the familiar path. Part of a district vision of expanded academic options to prepare students for college should also include exposure to college and career exploration in middle school and, ideally, travel to college campuses, career fairs, or opportunities to speak with a professional in a field of interest to see life options beyond their family and their hometown. Lastly, a broad vision of advanced programs for rural districts will be most successful in preparing students for college and beyond if we also support preparation for college testing in the form of providing PSAT 8/9, 10, PSAT/NMSQT, SAT and ACT testing and test preparation measures.

All of these factors; having a series of AP and Pre-AP course options available to students, training personnel in advanced instruction methods, recruiting students, communicating purpose with families, providing exposure to college and career options, and support for college test preparation, combine to create a solid vision for college readiness for students in our rural communities. With these in place, and a district, campus and community culture of academic excellence and support, our students stand ready for any future they define and are at an advantage, not a detriment, because they come from a rural community.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2a: Describe in detail how the applicant will select AP course(s) that are valuable for students in their LEA/region (grounded in data that supports the decision). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Courses will be selected based on needs of students in our region. Currently, there are no AP courses provided.

Using a combination of face to face and virtual courses, the first courses offered will be AP Computer Science Principles, AP U.S. Government and Politics, AP English Language and Composition and AP Spanish Language and Culture. These four courses would compliment the dual credit courses that most students take, US History, English and Math. These courses were selected based on college board recommendations of good entry points for new AP programs. These courses will serve the needs of our students by complementing the dual credit courses offered and meeting the core academic requirement within the foundation high school program.

Regional data shows that that students in this area complete dual credit courses at a lower rate than the state. The students in the five districts in this application complete dual credit courses at 10-20 percentage points below the region and state averages.

English 1401 is the most completed dual credit course, but many larger universities outside the region and state do not give credit for those dual credit courses taken through the Junior College system. These courses do not offer the rigor and preparation of study skills provided in the AP courses. Students planning to attend a university are not always prepared based on dual credit courses. Regional average for students completing the first year in higher education with remediation (2013-14 graduates) is 71.4%. These five rural schools together average 60%. This indicates that students are not receiving the rigorous college preparation classes.

Offering Computer Science Principles, U.S. Government and Politics, English Language and Composition and Spanish Language and Culture will provide a variety of courses that will prepare the students for most university coursework and will provide a variety of courses that will meet graduation requirements and endorsements.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2b: Describe in detail how the applicant will provide adequate space, instructional materials, and internet access (if utilizing online/blended learning) for AP courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each school in this SSA has equipment for Distance Learning and utilizes this equipment for dual credit courses. Students will have access to computers for TxVSN courses and Distance Learning equipment for courses taught by teachers in other districts.

Administrators at each school will work to schedule courses so that it does not conflict with dual credit times. Instructional materials will be purchased initially with grant funds. A coop between the five districts will provide an opportunity to pool resources and share materials as the number of students in each course fluctuates. Internet access is available at all schools. Juniors and seniors at these districts total 124 and 139 respectively. A shared service agreement for materials will help districts avoid the problem of not having enough textbooks and materials as numbers fluctuate and more students are prepared to take the AP courses successfully.

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County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2c: Describe in detail how the applicant will set the expectation that students will participate in the corresponding AP exam(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Promotional materials will be printed or purchased to display in hallways, counseling offices, AP classrooms, lunchrooms and other common areas. Schools will also utilize social media, parent information sessions and school website to communicate the value of AP exam. Communication with parents and students will emphasize the AP credit policy and cost savings to AP students and families on a regular basis to ensure the value of the exam is understood. Each student and parent will sign a commitment contract outlining expectations for AP courses. Counselor or other academic advisor will go over the contract. Benefits of taking the exam, such as college credit will be explained in the contract and verbally. Teacher will use words during the instruction time such as "when you take the exam" instead of "IF you take the exam." Expectation will be explicit and students will be reminded often.

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County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2d: Describe in detail how the applicant will recruit and retain highly-qualified teachers for AP course(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers will be encouraged to consider teaching AP courses. During the 17-18 school year, teachers will be recruited and trained. Teachers in small, rural school often have many extra duties so a stipend will be offered to teachers that complete the training. During the 18-19 school year and beyond, teachers will be given a stipend, to be determined, due to the increased planning and grading time necessary to teach an AP course and additional incentives will be offered based on number of students in the class and the number of students that score 3 or higher on the AP exam.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2e: Describe in detail how the applicant will provide initial and ongoing professional development to AP teachers through training, coaching, and mentoring opportunities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the Fall of 2017, teachers will attend public AP Workshops as a preview of the course they will teach in the coming year. During the summer of 2018, all AP teachers and TxVSN facilitators will attend AP Summer Institutes. A subscription will be purchased to AP Insight, a digital toolkit of assessments and instructional resources for Biology, Chemistry, Calculus and U.S. History and World History for added support in those areas as those courses are added. AP Mentoring will be utilized for qualifying courses. Ongoing training will be hosted through the Education Service Center with opportunities for AP teachers to meet twice per year will be offered in addition to Summer Institutes and AP public workshops. Mentoring will continue after the grant through our Advanced Academic cooperative as we grow the AP program throughout the region.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2f: Describe in detail how the applicant will allocate staff time to ensure the success of AP courses and facilitate AP exam administration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Release time will be given to the AP teacher(s) to facilitate the AP exam administration. A consultant at the ESC will be available to assist with exam administration should the need arise. The AP teachers' classes will be covered by substitutes or other teachers on the day of administration. Counselors and/or testing coordinators will be assigned to assist with exam administration.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2g: Describe in detail how the applicant will recruit students to enroll in new AP course(s), include the projected number students to be served by the grant during each year of implementation as well as the projected number students impacted by grant services over time. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be recruited and identified for AP courses through identification of students 1) scoring "Meets" and "Exceeds" grade level on Staar exams, 2) the administering of the PSAT-related assessments to 8-11th graders during October of each year. The AP Potential tool will assist in identification of students that are likely to succeed in AP. During career studies, information will be shared about AP courses so that students will begin thinking about the advantage of AP courses and potential of earning college credit.

Approximately 16 students are expected to participate in AP courses during the 2018-19 school year. Over time the number of students impacted by these grant services will grow beyond the five initial schools participating. Creation of a shared services co-op at the Education Service Center will be open to other rural districts in the region to join beyond the grant years. The potential impact could be 125-150 students per year with many of those taking multiple AP courses. As teachers are established and trained, other districts will want to offer courses through Distance Learning and shared services. Other districts will want to provide courses to keep students from transferring to neighboring districts that do provide AP courses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 2h: Describe in detail how the applicant will market the AP purpose and benefits to students and parents/guardians. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A presentation to the school boards of each participating district will be given to begin the recruitment and community informational meetings. During the fall of 2017, AP Parent nights will be held in each participating district to discuss the type of students that would most likely succeed in the AP courses and the benefits of courses to the families. Marketing materials will be produced or purchased to display in hallways and common areas. Informational flyers will be available in the counselor/academic advising offices. After AP potential has been conducted, students on the roster will be advised during academic advising again about the benefits and encouraged to take the AP courses. Districts will give favorable weight for AP course in the GPA calculation to encourage students vying for Valedictorian/Salutatorian to enroll in the AP classes versus dual-credit courses. Students in career study classes will be given information about the value of AP courses in helping them meet their goals of attendance in certain universities and the pursuit of career goals.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how the applicant intends to promote sustainability and access to quality advanced academics opportunities as a result of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ESC will name an AP coordinator and form an Advanced Academics co-op during the 2019-20 school year after the grant funding ends.

Districts that would like to share teachers, share an AP coordinator and/or expand the AP course offerings to their students will join this co-op in a shared services arrangement. Some schools in our region have 20 or less students in each grade level which makes it difficult to provide AP course for one or two students.

ESC 15 will assist districts that were awarded the TxVSN grant to assist with training facilitators of virtual AP courses. District officials have expressed concern with having a teacher to work with students taking TxVSN.

The ESC Coordinator will assist districts with purchase of tests and work with AP central to bring the summer institutes to Region 15. The Coordinator will keep a list of teachers that are AP trained and which schools are providing courses to assist with shared arrangements.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 226950

Amendment # (for amendments only):

TEA Program Requirement 4: Charter school district applicants and applications that include charter schools as part of an SSA must clearly demonstrate how they will serve students within rural district attendance areas outlined in the eligibility list. All other applicants may leave this response blank. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No Charter School districts are participating in this grant.

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Written Agreement Template	
County-district number or vendor ID: 226950E	Amendment # (for amendments only):
Written Agreement Template. Applicants must complete one copy of this page for each agreement between the fiscal agent and the partner organization that will help manage the daily operations of the program, or partners that are involved in the development or implementation of the program (ex: a local ISD acts as the fiscal agent but contracts out the daily management operations of the program to a CBO). Fiscal agents who will oversee all aspects of the grant, but partner with outside organizations for services such as activities, etc. are not required to provide written agreements. Please note that each agreement must contain the original signature for each authorized official. Duplicate this page as required.	
Name of Organization that will serve as the Fiscal Agent:	Education Service Center Region 15
Name of Partner Organization:	
Describe the roles and responsibilities of each organization.	
<p>ESC 15 will manage the budget and coordinate trainings, testing and the purchase of materials for AP courses. ESC 15 will provide a consultant to maintain communication, qualified teacher list for sharing teachers, submit stipends for qualified teachers, create and publish promotional materials for AP courses.</p> <p>Districts will recruit teachers and students for AP courses, share teachers as needed, communicate with ESC regarding number of students, teachers and subject areas, course preferences based on student needs and potential to be successful.</p>	
Provide a breakout of the costs for the services to be provided by the partner organization.	
<p>ESC 15 will oversee grant monies and distribute to districts based on teacher stipends, number of students enrolled and course materials needed.</p> <p>Districts will provide classroom space, technology as necessary to completion of courses, teacher salary.</p>	
Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.	
<p>Districts will report to ESC Region 15 number of students recruited, number of teachers attending and completing training, teachers qualified to teach AP courses, AP course offerings, number of students successfully completing AP courses, number of PreAP courses offered, number of students scoring 3 or above on AP exam, number of parents attending informational meetings.</p> <p>ESC 15 will compile data to share with districts and TEA to meet the reporting requirements of the grant.</p>	
Fiscal Agent/Applicant Organization	Partner Organization
Name of authorized official:	Name of authorized official:
Title of authorized official:	Title of authorized official:
Signature: Signature	Signature: Signature
Date Signed:	Date Signed: